

Terra Nova School

Special Educational Needs and Disabilities Policy

Aims

The main purpose of this document is to provide practical guidance and information about our approach and procedures that will enable all partners to work together to the benefit of children with learning difficulties. We fully support the general principles as detailed in the Code of Practice (2001) and Disability Rights Code of Practice for schools.

Mission Statement

At Terra Nova we aim to:

- i) provide a caring and supportive community in which every individual is valued and where each child can be given the opportunity to develop to their full potential
- ii) ensure that pupils with special educational needs will know that they are valued through discussion and support
- iii) give children with special educational needs access to a broad and balanced curriculum as defined in the school curriculum policy documents and Staff Handbook
- iv) support and teach pupils strategies enabling them to make informed decisions
- v) support children with special educational needs in the development of literacy, numeracy and thinking skills
- vi) to foster each child's intellectual, physical, emotional, spiritual and moral development

Definition of Special Educational Needs and Disabilities

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- i) have significantly greater difficulty in learning than the majority of children of the same age
- ii) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- iii) are under compulsory school age and fall within the definition of the points above or would do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

- i) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.
- ii) for children under two, educational provision of any kind (Section 312) Education Act 1996

Terra Nova accepts the need for the identification and provision for children with special educational needs: every child in the school is entitled to a broad and balanced curriculum and has equal rights of access to it.

All teachers will be made aware of each child's special educational need.

All staff will be aware of the strategies in place when dealing with pupils who have behavioural difficulties. All relevant staff will know of any medical problems.

The school acknowledges the importance of recognising the needs of the very able pupils by providing enhancement of the curriculum where necessary and by having available extension work where appropriate.

Responsibility for Coordinating Provision

Full responsibility for coordinating provision for children with special needs lies with the SENCo.

Admission procedure for pupils with SEN

Pupils entering the school who are known to have special educational needs will be considered for a place following:

- i) discussion with the parents
- ii) inspection of previous records of attainment and reports
- iii) inspection of reports from specialist agencies such as educational psychologist, speech therapist etc
- iv) internal assessment by Terra Nova and consultation with all relevant staff including SENCO and Study Support
- v) Several factors will affect the decision about entry. These include:
- vi) assessment of academic potential taking into account other areas of strength
- vii) parental support
- viii) availability of appropriate support within Terra Nova

Internal Identification of Pupils with SEN

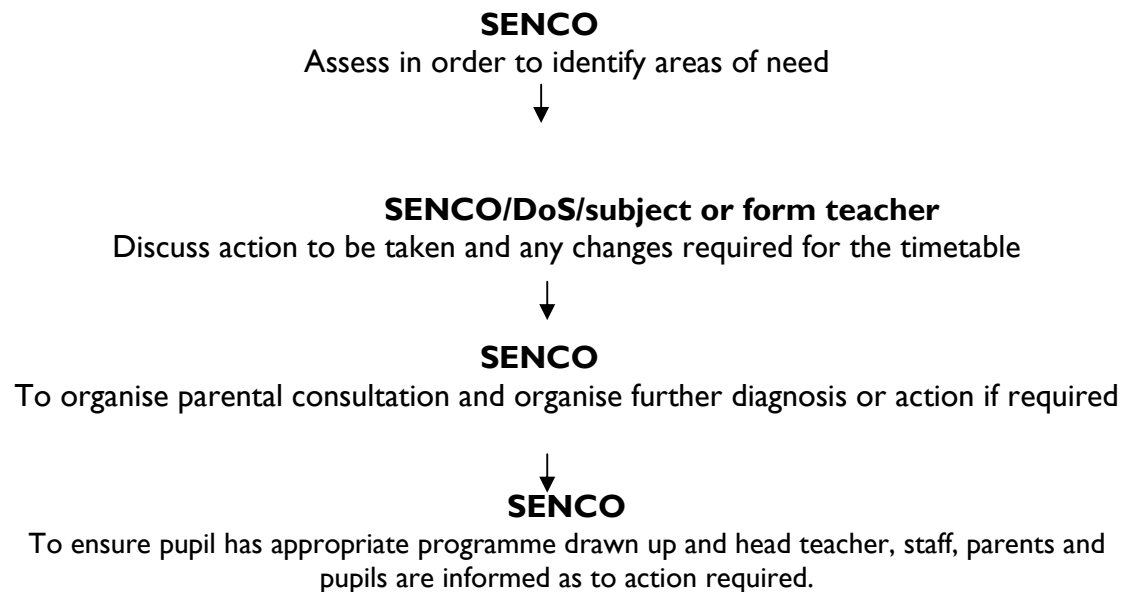
Pupils may be identified by

- i) NFER/CAT or similar tests with a resulting score below 90 or showing a considerable discrepancy between individual's scores
- ii) professional judgement of teaching staff
- iii) concerns of parents or of previous school

Procedure for referral

Teacher/Teacher may raise concern
(with permission of parent and reference to CK/CB/KAP)
Refers SENCO for initial Assessment by Study Support





Resources

- i) Resources are centrally stored in the Learning Resource Centre. These include both Terra Nova resources and those provided by Study Support staff
- ii) Resources are available for testing a wide variety of skills at different levels
- iii) Resources are available for addressing literacy, numeracy and associated skills required for successful learning

Organisation of Provision

In order to help pupils who have special educational needs, Terra Nova has adopted, as recommended in the SEN Code of Practice, a graduated response that encompasses a range of strategies.

- i) At the beginning of each year a list of pupils requiring additional support is drawn up and a timetable of support established.
- ii) The pupils are placed on the List of Pupils on the Code of Practice as appropriate to their needs and in line with the Code.
- iii) The List of Pupils on the Code of Practice is updated as necessary following review and dependant upon the pupils' movement between stages.
- iv) The needs of most pupils on Early Years Action and School Action will be met within the classroom. All staff are made aware of individual's difficulties and are able to access records and consult with Study Support and SENCO.
- v) Children on Early Years Action Plus and School Action Plus above receive additional support individually, in small groups or directly by Study Support staff.

Integration of SEN pupils and access to the curriculum

It is intended that all pupils with any type of special need should:

- i) be fully integrated into Terra Nova
- ii) have full access to the curriculum unless special arrangements have been made with all concerned

Differentiation should ensure full curriculum access. Where subjects are dropped, for instance a foreign language, the decision is taken in the best interests of the child.

Individual Education Plans (IEP)

1. Pupils who have identified areas of need but do not receive individual or small group support are placed on the register in order to make staff aware and to ensure progress is monitored. They do not require an IEP and are referred to as being 'monitored'.
2. Pupils who do receive small group support are placed on the register at Early Years Action or School Action.
3. Pupils who receive individual specialist Study Support are placed at Early Years + and School Action +. For these pupils, plans are drawn up jointly with the form teachers/ SENCO/pupils and parents are encouraged to input their suggestions.

The IEP notes

- i) the nature of the difficulties
- ii) any information supplied by the parent
- iii) input from teachers
- iv) pupils' input and perceptions of strengths and difficulties
- v) targets to be achieved in a given time
- vi) identify help that could be given at home
- vii) action – the special educational provision
 - a) staff involved, frequency of support
 - b) details of specific programmes to be followed
- viii) monitoring, assessment and review arrangements

Achievable and measurable targets will be set for pupils to work towards on a termly basis. If further advice is required an outside agency will be involved. If it is agreed that a formal assessment by an outside agency is necessary this will be actioned.

Arrangements for Review

All reviews will take place each term and will focus upon;

- i) progress made by the child
- ii) effectiveness of the education plan
- iii) contribution made by parents at home if appropriate
- iv) updated information and advice
- v) action to be taken in the future

1. Parents will be invited to review progress with the SENCO. This may be a formal meeting or informal conversation as appropriate.
2. The SENCO will be responsible for the review with parents following consultations with the child's form teacher or / and subject teachers.
3. Where appropriate the form and subject teachers will attend the meeting.

4. The system will be flexible allowing pupils to move between the stages of the Code of Practice.

Annual Review for Statemented Children (where such Statemented children are accepted into Main School)

- i) Regular liaison with parents occurs whenever necessary and can be initiated by either school or home
- ii) Clear lines of communication between home and school, together with effective exchange of information is encouraged
- iii) The school will support the LEA's review by;
 - a. inviting all concerned to attend the review meeting
 - b. collecting and collating written advice from staff
 - c. seeking views of parents and child
 - d. circulating information to all attending the meeting
 - e. writing a report, following the review, and submitting the report to the LEA by a specified date
 - f. circulating copies of the review to all attending the meeting

Evaluation of SEN policy

- i) The Headmaster, Deputy Headmaster, Director of Studies and SENCO will monitor the implementation of the policy jointly
- ii) regular testing of SEN pupils will be used to monitor progress and academic attainment
- iii) The following criteria will be used in evaluation and that all records are in place, up to date and accessible
- iv) children with special educational needs are being successfully identified and are being taught effectively, having full access to the curriculum and making satisfactory progress.

Complaints procedure

Terra Nova is prepared to recognise and respond to any parental or pupil complaint

- i) Parents / pupils have the right to complain directly to the Headmaster, Deputy Head, Director of Studies or any member of staff
- ii) Normally the Headmaster or Director of Studies will respond to such complaints within 48 hours
- iii) if the matter cannot be resolved following a meeting with the Headmaster then parents / pupils have the right to appeal to the Chairman of Governors.

Disability and Discrimination Act 2001

The School complies with current legislation which outlaws discrimination (without justification) against disabled pupils and prospective pupils in admissions procedures.

Accessibility plans will be drawn up by April 2003 by Governors to increase accessibility to the curriculum, buildings and information to disabled pupils